

## **Making Every Bite Count**

### **Making Every Bite Count Class Details**

**Session 3:**           **Yes to Grains, Fruits and Vegetables**

**Topics:**           Choose a variety of grains daily, especially whole grains. Choose a variety of fruits and vegetables each day.

**Topic:**           Icebreaker: A River Runs Near It

**Time:**           **9:00 – 9:15**

**Time Allotted:**   15 minutes

**Materials:**       A River Runs Near It Exercise (see next page)  
Map of the state of VT  
List of towns represented plus another 5 towns

Break the participants into groups according to geography.

Have each group give itself a name.

## **Making Every Bite Count**

**Topic:** Implementation Successes

**Time:** 9:15 – 9:30

**Time Allotted:** 15 minutes

**Materials:** Action Plan Evaluation Form

**Discussion:**

- 1) Distribute Action Plan Evaluation Form. Have participants complete.
- 2) Have participants share their implementation successes.
- 3) Discuss challenges and obstacles encountered.

## Making Every Bite Count

**Topic:** Revisit Session 2 topics (Food Guide Pyramid, Nutrient Analysis)

**Time:** 9:30 – 10:00

**Time Allotted:** 30 minutes

**Materials:** Blank Food Guide Pyramid  
Nutrient analysis for one day's menu  
(Food labels are not being reviewed as they are used in a subsequent activity)

### Activities:

1. Revisit Food Guide Pyramid
  - a. Distribute blank Food Guide Pyramids
  - b. Have participants fill in the blanks
  - c. 2 points to first 5 people completing correctly
2. Nutrient analysis
  - a. Distribute Nutrient Analysis of November 6 Menu for Mountain View School
  - b. Have participants recommend modifications to the menu
  - c. Enter modifications in Nutrikids

## Making Every Bite Count

**Topic:** Role of Breads and Grains in the Diet

**Time:** 10:00 10:30

**Time Allotted:** 20 minutes

**Resources:** *Lesson 4: Choose a Variety of Grains Daily, Especially Whole Grains*, NFSMI Dietary Guidelines for Americans  
*Food Guide Pyramid: Breads, Cereals, Rice and Pasta*, Nebraska Cooperative Extension  
*The Base of the Pyramid – Breads and Grains*, North Dakota Extension Service  
*Fiber and Health*, Medformation.com  
Fiber Content of Selected Foods, Medformation.com

**Powerpoint Slides:** 72 - 83

**Materials:** 1 Tablespoon of branded fiber cereal (All Bran™ or Fiber One™)  
1 Tablespoon of Metamucil™  
2 glass containers (glasses or measuring cups)  
Water

### Presentation:

- 1) Breads and Grains
- 2) Americans don't eat enough grains
- 3) Americans consume too little fiber
- 4) Grain products:
- 5) Simple and complex carbohydrates
- 6) Role of fiber
- 7) Insoluble fiber and soluble fiber

### Demonstration<sup>1</sup>:

- 1) Demonstrate the difference between soluble and insoluble fiber:
  - a) Place ~ 1 Tablespoon of a branded bran-based cereal (such as All Bran™ or Fiber One™) in about a cup of water in a clear glass.
  - b) Place about the same amount of Metamucil™ in another glass of water.
  - c) Stir the contents of each glass to try to dissolve.
  - d) The results shown through a glass jar are enlightening.
  - e) This demonstration shows the difference between insoluble (All Bran™) and soluble (Metamucil™) fiber and should be followed up by a discussion about the two types of fiber.

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<sup>1</sup> From NFSMI's Dietary Guidelines from American. NFSMI adapted the demonstration from ASFSA's Healthy EDGE 2000 for use in Kansas Healthy EDGE, Kansas State Department of Education. Nutrition Services, Kansas, January 2000.

## **Making Every Bite Count**

### **POINTS TO REINFORCE IN THE ACTIVITY:**

- 1) There are two main types of fiber.
- 2) Insoluble fibers like All Bran™, whole wheat products, many vegetables such as cauliflower and green beans, and skins of fruits and root vegetables provide "roughage" and help with digestion.
- 3) Soluble fibers such as oat bran, dried beans and peas, barley, and many fruits and vegetables such as apples, oranges, and carrots dissolve to become gummy or viscous. They can help lower blood cholesterol levels and may also play a role in regulating blood sugar levels.
- 4) Fiber-rich foods are your best source of fiber.
- 5) Supplements, pills, and powders do not provide the added nutritional benefit such as B-vitamins that foods provide.

**This session is followed by a 15 minute break.**

## **Making Every Bite Count**

**Topic:** Bread and Grain Labels

**Time:** 10:45 - 11:05

**Time Allotted:** 20 minutes

**Materials:** Labels from bread and grain products. Include a wide variety of products. Include cereals, crackers, breads, bagels, cookies. Have enough labels so each participant has his own.

**Activity 1:** Reading Bread and Grain Labels – Not all grains are created equal.

- 1) Distribute labels from a wide variety of bread and grain products. Give each participant a label.
  - a) Have participants study the labels.
  - b) Ask them to point out anything significant they notice about their product, anything that surprises them (high/low fiber content, amount of sugar, etc.)
  - c) Look at fiber content, sugar content, sodium, calories from fat.
  - d) Point out the difference between a refined cracker and one that contains whole grains.
  - e) Point out that some grain products are so high in fat that they may actually belong at the top of the pyramid.
  - f) If time permits, have participants arrange themselves according from the most healthful product to the least healthful.

## Making Every Bite Count

**Topic:** Increasing Breads and Grains in Program Meals

**Time:** 11:05 – 11:35

**Time Allotted:** 30 minutes

**Resources:** *Weights of Commercially Prepared Grains/ Breads, NFSMI*  
*Food Buying Guide, USDA*

**Purposes:** To find practical ways of increasing breads and grains in program meals.

### Activity

- 1) Brainstorm new bread / grain products.
  - a) Working in groups, have participants write new bread grain products in large letters on large post-its. Consider what is new in the supermarket, what they have added to their menus and new listings on the Bread/Grain chart and in the Food Buying Guide.
  - b) Have participants run to the flip charts to post new bread / grain products. Give points.
- 2) Menu Planning
  - a) Working in groups have participants plan 2 breakfasts and lunches using breads / grains that are new to them.
  - b) When complete share menu ideas.
  - c) Post menus for others to see.

## **Making Every Bite Count**

<b>Topic:</b>	<b>Importance of Fruits and Vegetables in the Diet</b>
<b>Time:</b>	<b>11:35 – 12:00</b>
<b>Time Allotted:</b>	<b>25 minutes</b>
<b>Purpose:</b>	<b>To impress on participants the importance of Fruits and Vegetables in the Diet</b>
<b>Resources:</b>	<i>Take the Five a Day Challenge</i> , Produce for Better Health Foundation (PBHF) <i>Getting Your 5 A Day</i> , PBHF PowerPoint <i>The Health Benefits of Fruits and Vegetables</i> , PBHF PowerPoint <i>"Did You Know?" (Fruit/Veg facts)</i> , PBHF <i>Lesson 5: Choose a Variety of Fruits and Vegetables Daily</i> , NFSMI Dietary Guidelines for Americans <i>Savor the Spectrum, 5 A Day</i>
<b>Materials:</b>	Take the Five a Day Challenge Fruits and vegetables, including some new to the group.
<b>Activity:</b>	<b>Five A Day Challenge</b>

- 1) Distribute the Five A Day Challenge
  - a) Have participants write the fruits and vegetables consumed yesterday.
  - b) Did they meet the challenge.
  - c) Have participants keep the Five A Day Challenge and complete for one week before next session.

**Presentation:        Five A Day**

- 1) Role of fruits and vegetables in the diet.
  - a) Five A Day Powerpoint
- 2) Variety of fruits and vegetables in the marketplace.
  - a) Display fruits and vegetables.
  - b) Point out products which may be new to the group.
  - c) Taste test fruits and vegetables.

**Activity:                Match the Nutrient to the Fruit / Vegetable**

- 3) Assign a nutrient to each group:
  - a) Vitamin C
  - b) Vitamin A
  - c) Fiber
  - d) Beta Carotene
  - e) Lycopene
- 4) Have group members find fruits and vegetables which are good sources of their nutrient.

**This session is followed by a one hour lunch break.**

## Making Every Bite Count

**Topic:** Fruit / Vegetable Activities

**Time:** 1:00 – 1:30

**Time Allotted:** 30 minutes

**Resources:** *Join the Fruit & Vegetable Party™ Activity Book*, PBHF

**Materials:** An array of fruits and vegetables  
A supply of real fruit/vegetable products and a supply of products which contain minimal amounts of fruits and vegetables (juice drinks, pop tarts, fruited yogurt, etc.).

**Purpose:** To reinforce fruit/vegetable concepts.  
To learn that some "junk foods" or snack foods may contain no, or only small amounts of, fruits & vegetables; they may also have lots of sugar &/or fat added. These foods are not counted as servings of fruits or vegetables.

### Activity 1:

1. Give each person a fruit or vegetable
2. Have participants arrange themselves according to the color spectrum.
3. Reinforce the concept that diets should include a range of colors to ensure that consumption of all vitamins and phytochemicals.

### Activity 2:

Some foods contain only small amounts of fruits and vegetables, or may have only artificial flavors and colors; these foods may not count as a serving of fruit or vegetables.

#### KEY POINTS:

1. Juice drinks & fruit drinks may contain little or no fruit (unless labeled "100% juice").
2. Most fruit pies, pastries, cakes, candies, breakfast & granola bars, and toaster tarts have little fruit but lots of added sugar and fat.
4. Many fruit desserts (like fruit jello), and many breakfast cereals with fruit names or colors, contain no or little real fruit.
5. Potato chips & corn chips have just small amounts of vegetables, but lots of added fat & salt.

#### LESSONS:

1. Look at food labels to see if fruit or vegetables are listed as the 1st or 2nd ingredient; also look at listing of sugar and/or fat.
2. Separate out some real fruits from some foods that only have fruit flavors and colors.
3. Taste and compare real 100% fruit juice vs. fruit drink (0-25% juice); real fruit vs. fruit pastries & pies, etc.; compare taste & amounts of fruit, sugar, fat in each.

## Making Every Bite Count

**Topic:** Easy Lowfat Cooking

**Time:** 1:30 – 1:50

**Time Allotted:** 20 minutes

**Resources:** *Easy Lowfat Cooking: Fruits and Vegetables*, PBHF

**Materials:** Video, VCR and TV

**Presentation:**

- 1) View Easy Lowfat Cooking: Fruits and Vegetables
- 2) Discuss cooking techniques
- 3) Gather ideas from participants re: cooking with fruits and vegetables without using lots of fat.

## **Making Every Bite Count**

**Topic:** Increasing Fruit and Vegetable Consumption of Students

**Time:** 1:50 – 2:10

**Time Allotted:** 20 minutes

**Purpose:** To develop concrete recommendations for getting children to eat more fruits and vegetables.

**Activity:**

- 1) Ask group how we can realistically increase children's consumption of fruits and vegetables.
- 2) Have participants work in groups to come up with concrete ideas.
- 3) Have participants share ideas.

**This session is followed by a 15 minute break.**

## **Making Every Bite Count**

**Topic:** Brainteaser

**Time:** 2:25 – 2:35

**Time Allotted:** 10 minutes

**Purpose:** Midafternoon exercise to stimulate thinking.

**Materials:** Brainteaser  
Brainteaser answers

## **Making Every Bite Count**

**Topic:** Putting It All Together Menu Planning

**Time:** 2:35 – 3:15

**Time Allotted:** 40 minutes

**Purpose:** To apply knowledge learned today in menu planning.

**Materials:** Menus  
Nutrikids, computer  
Food Values of Portions Commonly Served (Bowes & Church)  
Fruit/Vegetable recipes from National Cancer Institute / 5 A Day  
USDA Recipes

### **Activity:**

- 1) Have participants work with menus from their programs.
- 2) Count the number of breads and grains included each day and the total for the week.
- 3) Are there sufficient breads to meet the meal pattern? Give points to the participants with the 3 highest number of breads/grains.
- 4) Is there enough fiber for the age group? (Be available with Nutrikids and other resources to look up the fiber content of foods).
- 5) Review the fruits and vegetables served.
  - a) How many fresh fruits/vegetables – give points for the 3 with the most fresh fruits/veg.
  - b) How many frozen fruits/vegetables
  - c) How many canned fruits/vegetables
  - d) List the fruits/vegetables by color:
    - i) Blue/purple
    - ii) Green
    - iii) Orange
    - iv) Red
    - v) White
- 6) Modify the menu to:
  - a) Include additional breads.
  - b) Include additional fruits and vegetables.
- 7) Share menu ideas.

## **Making Every Bite Count**

**Topic:** Implementation Planning

**Time:** 3:15 – 3:45

**Time Allotted:** 30 minutes

**Purpose:** To provide an opportunity for participants to plan exactly how they will implement information learned today.

**Materials:** Action Plan

**Activity:**

- 1) Working individually, have participants establish 3 specific objectives for implementing information addressed today.
- 2) What parties need to be involved?
- 3) Identify resources needed to accomplish these objectives.
- 4) Develop a plan for implementation.

## Making Every Bite Count

**Topic:** Evaluation

**Time:** 3:45 – 3:55

**Time Allotted:** 10 minutes

**Purpose:** To obtain feedback from participants regarding the course, materials and instructor.

**Materials:** Evaluation form for Session 3

**Activity:**

- 1) Distribute evaluation forms.
- 2) Have participants complete.
- 3) Collect.

## Making Every Bite Count

**Topic:** Points

**Time:** 3:55 – 4:00

**Time Allotted:** 5 minutes

**Purpose:** To maintain excitement and interest in the class.

**Materials:** Prizes – lottery tickets are recommended. Also have lesser value prizes, candy bars, key chains, pens.

**Activity:**

- 1) Ask who has 100+ points (probably no one will have this many but this depends on how you distributed points in the course of the day.
- 2) Determine who has the most points, give the best prize you have.
- 3) Give prizes to next 2 top winners.
- 4) If you have token prizes (pencil/pen) give everyone something.